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ABSTRACT

To analyze the popularity and merits of the year-round school, this report reviews research and other literature on (1) the history of the year-round school including highlights of a few school district programs from 1800 to the present; (2) the academic, economic, and social impact of year-round schools; (3) school districts' concerns about year-round schools; and the implications of the year-round school for teachers with respect to such concerns as salary arrangements, retirement benefits, staffing, and the National Education Association involvement. The review found inconclusive evidence linking year-round schools to an increase in student academic achievement. Year-round schools can lead to a moderate savings if potential building costs are considered, but higher costs if potential building costs are not considered. The review also found a general tendency toward acceptance of the program by parents of children in year-round schools. However, strong opposition was expressed by some of these parents as well as other parents, teachers, and community members because of the disruption of the traditional summer vacation. Appended are 28 references and 6 diagrams concerning the traditional school year and year-round school models currently in use. (SI)

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RESEARCH

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What Research Says About:

YEAR-ROUND SCHOOLS

Number 8

EA 020 985

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Foreword

This report focuses on the year-round school. The year-round school, a practice that has been in use since the 1800s, is being dusted off and presented by some local and state leaders as an answer to the twofold dilemma of having financially strapped and crowded schools. By keeping the schools open year round, more students can be accommodated through a staggered plan without having to finance and build new structures. The year-round school does not necessarily extend the school year; the teachers and students, in a sense, are extended.

Like the extended school day/year, which has provoked widespread reactive response in the education community, the subject of year-round schools has aroused considerable attention in California, Utah, Texas, and in a few local school districts in other states. Thus, there is a possibility that the trend toward the year-round school could become a major movement over time. Association leadership, therefore, need to be alerted to various aspects and dimensions of this topic, especially those that have the potential of affecting our membership. The following report attempts to fulfill that need. In addition, it provides a framework for policymaking on this upcoming subject.

Inquiries regarding the contents of this publication may be directed to Barbara Valentine of the NEA Research staff.

September 1987

YEAR-ROUND SCHOOLS

Number 8

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TABLE OF CONTENTS

	Page
INTRODUCTION	5
HISTORY OF YEAR-ROUND SCHOOLS	6
Earlier Experiments in Year-Round Schooling	6
A Resurgence of Year-Round Schools?	6
Status of Year-Round Schools Since 1980	8
RESEARCH ON THE EFFECTS OF YEAR-ROUND SCHOOLS	9
Academic Impact	9
Economic Impact	9
Societal Impact (Attitudes of Educators, Parents, Community)	13
SCHOOL DISTRICTS' CONCERNS ABOUT YEAR-ROUND SCHOOLS	16
IMPLICATIONS OF THE YEAR-ROUND SCHOOL FOR THE ASSOCIATION	17
SUMMARY AND CONCLUSIONS	20
REFERENCES	21
APPENDIX	23

INTRODUCTION

Recent headlines of major newspapers herald, "Cities Turn to Year-Round Schools as Answer to Crowded Conditions" (Gottschalk, 1986), "It's Good for Students, Good for Community" (Ballinger, 1986), "School Round the Year Called Wave of the Future" (Cummings, 1986). And the National Governors' Association following its recent annual meeting on Education Reform made this endorsement of the year-round school: "It makes no sense to kéep closed half a year the school buildings in which America has invested a quarter of a trillion dollars while we are undereducated and overworked" (Alexander, 1986). Echoing this same sentiment, spokespersons (Doyle & Finn, 1985) in the U.S. Department of Education declared:

> A longer school year could help school reformers achieve many of their objectives: higher pay for teachers, opportunities for disadvantaged and slow learning youngsters to catch up, enrichment programs for the gifted, and simplification of the child-care problems encountered by working parents during the long summer holiday.

Is the year-round school the panacea some observers claim it to be? In order to help our Association leadership analyze the purported popularity and merits of the year-round school, this report will review (1) the history of the year-round school with highlights of a few school district programs from 1800 to the present; (2) research on the academic, economic, and social impact of year-round schools; (3) school districts' concerns about year-round schools; and (4) the implications of the year-round school for teachers with respect to such concerns as salary arrangements, retirement benefits, staffing, and Association involvement.

Before beginning this discussion, it might be helpful to define the year-round school, as it is often confused with summer school or the extended school year. The following definitions (Shepard, 1975) present precise differences between these three modifications to the traditional calendar.

> Summer school is a program offered during part or all of the summer months to provide students, whether on a voluntary or mandatory basis, with remediation or acceleration. The full range of regular school term courses is not offered. Existing in many forms for over a century, summer schools have been noted in year-round school literature as one-quarter of a four-quarter year-round school program.
>
> The Extended School Year is an effort to increase the educational offerings to children by lengthening the amount of time each year that they attend school. For instance, rather than from September to May, the school term may run from August to July. The extended school year has been used almost exclusively for boosting student educational achievement.
>
> The Year-Round School is a system in which only a portion of students are in attendance in regular terms during each session of the year. Their entry into a new term is staggered throughout the year. Unlike summer school and the extended school year, year-round school programs have been initiated in the past more for increased plant utilization than for educational reasons.

HISTORY OF YEAR-ROUND SCHOOLS

Earlier Experiments in Year-Round Schooling

The year-round school is not a new idea stemming from the current education reform movement. Sporadic efforts to implement year-round schools for immigrant children were begun as early as the 1800s in Buffalo, Baltimore, Cincinnati, New York, and Chicago (Patton & Patton, 1976).

From 1904 to 1950 three important socioeconomic conditions emerged to create an interest in the year-round school. These were financial problems, overcrowding, and a strong desire to improve the education process in meeting the demands of a complex society (Ross, 1975). One community where these conditions existed was Bluffton, Indiana, where, in 1904, students were offered a freedom-of-choice four-quarter plan. The plan was abandoned four years later, however, because the school system was unable to maintain an even distribution of students, thus limiting its capability to project both space and budget requirements (Ross, 1975).

Another four-quarter plan that provided extra space was instituted in Aliquippa, Pennsylvania, in 1928. The mandatory nature of the program soon caused public dissatisfaction. Of particular note was the discontent with the mandate that required a three-month winter vacation for 25 percent of the students, arbitrarily selected by school administrators. This provision eventually led to the program's demise (Ross, 1975).

Undaunted by the experience of Bluffton, Aliquippa, and other scattered school districts, in the early 1930s Nashville embarked on a rescheduled school year that allowed students to select attendance at three of four 12-week quarters of 60 days each. In time, though, the Depression and optional attendance factors forced the shutdown of this operation and ended planning for other year-round programs in several school districts (Ross, 1975).

Interest in year-round schools plateaued during the late sixties and early seventies. Pockets of renewed interest surfaced, however, as skyrocketing school costs, rising enrollments, and taxpayer resistance to school bond issues became the order of the day. An example was Valley View, Illinois, which, when faced with a large enrollment increase in 1970, conducted a thorough analysis of rescheduled school calendars of the past 70 years. Valley View then instituted what is known as a 45-15 plan for the entire school district — the first of its kind in the country. With 75 percent of the student body in attendance at a given time, the students in each of the four groups attended school for 45 days and were on vacation for 15 days (Ross, 1975). This type of schedule ushered in a change in outlook for year-round schools.

A Resurgence of Year-Round Schools?

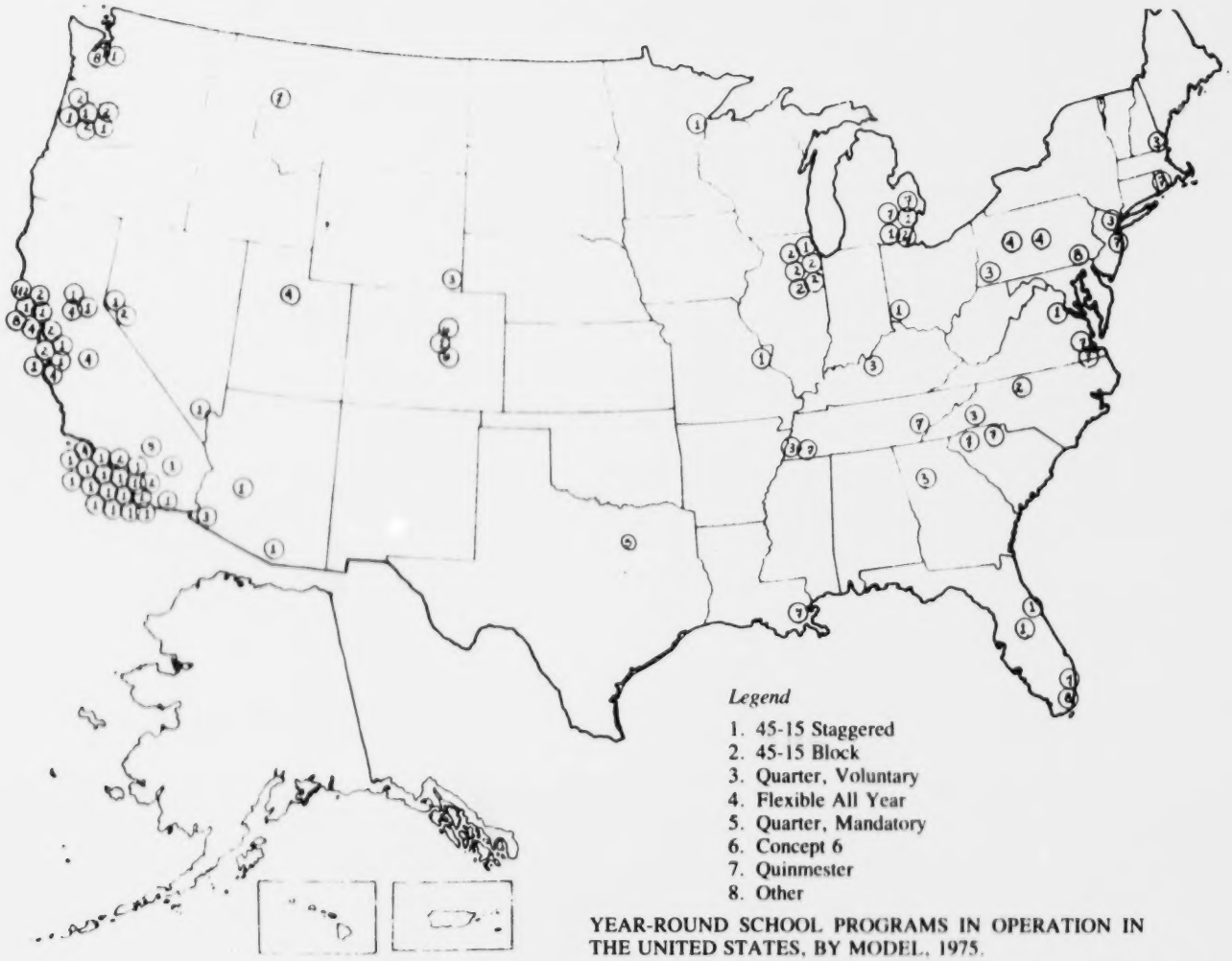
Prospects for the year-round school began to accelerate somewhat during the mid-1970s as a growing number of school districts turned to the 45-15 plan. According to the National Council on Year-Round Education (NCYRE), the 45-15 plan achieved three major improvements which offset the deficiencies of earlier year-round school programs and contributed to greater public acceptance of the year-round school today (NCYRE, 1975).

The achievements of the 45-15 plan were:

- A summer vacation for all children
- A rescheduled school year which does not necessarily accelerate students out of a school system at too early an age
- A series of shorter and more frequent vacations than the traditional school schedule.

By 1975, about fifty-six 45-15 plans were scattered throughout the United States, with the largest cluster in California, as is shown in the map in Figure 1. While this report does not describe other year-round school plans, the Appendix provides a graphic illustration of some of the models — listed on the map legend — that are currently in use.

Figure 1



YEAR-ROUND SCHOOL PROGRAMS IN OPERATION IN THE UNITED STATES, BY MODEL, 1975.

(Data collected from *Year-Round Education Activities in the United States*, New Jersey State Department of Education. 1975.)

SOURCE: Shepard, 1975.

The NCYRE's claim of rising popularity for the year-round school in the late 1970s is not borne out by other data (Mussatti, 1981). Table 1 shows that the number of states employing year-round schools dropped from 28 in 1976 to 16 by 1980. The table also shows a steady decline in the number of year-round schools for all educational levels — elementary, middle, and high schools. A significant decrease is evidenced in the number of high schools, especially for the period 1976-78, when the number was reduced by more than 50 percent.

TABLE 1
NATIONAL YEAR-ROUND PROGRAMS

	1976-77	1977-78	1978-79	1979-80	1980-81
Number of states	28	22	19	17	16
Elementary schools	321	307	252	236	284
Middle schools	114	83	44	33	37
High schools	104	50	28	18	15
Total schools	539	440	324	287	336

Status of Year-Round Schools Since 1980

In this current era of school overcrowding and tight budgets, many proponents claim that the year-round school is finally catching on. An examination of the scene nationwide will help us determine the facts.

Honig (1986) suggests that a long summer vacation, required by an earlier agrarian economy, is no longer needed in our largely urban and suburban society. He points to California as the state that has taken the lead in recognizing this fact by instituting numerous year-round schools — more than all other states combined. During the 1984-85 school year, the state of California had 260 schools operating on various year-round schedules for the express purpose of utilizing their facilities more efficiently.

Recently, school board members of California's largest school district — Los Angeles — proclaimed the year-round school as the only alternative to accommodate an influx of 82,000 students in the next five years. Official projections indicate that a rotating year-round schedule would provide room for 154,000 students (Education USA, 1986). Other large school districts that have converted to year-round education are San Diego, Denver, and Houston (NCYRE, 1975).

Current data (NCYRE, 1980–1986) exhibited in Table 2 show that the number of school districts that have year-round schools decreased by 10 from the period 1980-81 to 1983-84. Since then, the number has remained at 63. The number of states that have year-round schools has remained fairly stable from 1980 to 1986. The data also show that the period 1983/84–1984/85 witnessed the largest percentage increase in the number of year-round schools — up by 10 percent. Overall, the total number of year-round schools and of year-round elementary schools has continued to rise while the number of year-round middle and high schools has remained about the same from 1980 to 1986.

TABLE 2
YEAR-ROUND SCHOOLS IN THE UNITED STATES

	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
Number of school districts nationally	67	60	60	57	63	63
Number of states	16	15	14	15	16	16
Elementary schools	284	298	314	307	335	355
Middle schools	37	31	31	30	33	32
High schools	15	20	15	18	26	25
Total schools	336	349	360	355	394	412

RESEARCH ON THE EFFECTS OF YEAR-ROUND SCHOOLS

Research on the effects of year-round schools is limited in quantity and generally inconclusive in nature. As is the case with much of educational research, researchers have had difficulty in isolating the effects of a particular design — in this instance the year-round program — from the effects of other variables such as curriculum design, classroom structure, teaching experience, and the effects of change itself. The reader must therefore place in this perspective the following research highlights on the effects of year-round schools on academic achievement, economic benefits, and societal attitudes.

Academic Impact

While the primary goal of the year-round school is to cut down the cost of providing additional space to accommodate enrollment increases, critics push for answers to the ultimate question, "What is its effect on student achievement?" And of special interest today to policymakers, educators, and the community at large is the question, "What is the effect of the year-round school on the achievement of disadvantaged students?" Many proponents of the year-round school take comfort in the fact that although the year-round school generally does not have significant positive effects on achievement, it also doesn't register a negative effect.

Hayes and Grether (1969) studied 600 New York City elementary schools. They found that "the differential progress made during the four summers between second and sixth grades accounts for upwards of 80 percent of differences [in reading achievement] between economically advantaged all-white schools and the all-black and Puerto Rican ghetto schools." Shapiro (mimeo, no date) confirmed this conclusion in reading using a longitudinal study of second, fourth, and sixth graders in Cobb County, Georgia.

These findings are reasonable, as students from disadvantaged homes are less likely to be exposed to an academically enriched environment. Pelavin and David (1977) tested the hypothesis and showed in two evaluations (one from fall to fall and the other from fall to spring) that large gains made during the school year were not sustained over the summer months. Such findings were consistent across achievement tests, subject areas, and different programs.

The research just cited suggests that (1) a year-round program may be a strategy for sustaining achievment gains made in compensatory education programs; and (2) an assessment of the impact of a year-round program on achievement must include an investigation on achievement gains over a 12-month period that includes any gains (or losses) made during the summer months.

It is important to note that the majority of research studies in year-round schools measure students' achievement using some form of standardized achievement test. Standardized achievement tests were developed to measure basic cognitive skills. Thus, the research highlighted in Table 3 reflects the preponderance of data on cognitive or academic achievement. Of the nine studies cited in the following table, four (Moortgat, Pelavin, Cordova, Kamp) report overall positive results in academic achievement among elementary students, while two (Harlan, Matty) report negative findings. The remaining research studies show mixed results in various subject areas. Whether the program lasted one year or two years seemed to have little or no effect on the outcome.

NOTE: Tables 3-5 are reprinted from Merino (1983). The + and − signs in the Results column are interpreted as shorthand notation to aid the reader in identifying the overall direction of the findings with respect to year-round education.

Economic Impact

The theory underlying arguments for the year-round school is that overhead costs for plant facilities, operating equipment, and materials are fixed. Thus, the more hours of use that can be squeezed into a fixed calendar schedule, the more financial savings on fixed overhead items. While it is relatively simple to determine that a year-round schedule has alleviated overcrowding and eliminated double sessions, it is an extremely complex task to determine whether the cost of education has changed.

TABLE 3

YEAR-ROUND EDUCATION AND ACADEMIC ACHIEVEMENT

INVESTIGATION	PLAN	N	POPULATION	DURATION OF PROG.	RESULTS	COMMENTS
HARLAN, 1973	45/15	425*	3RD, 6th GRADES	2 YRS	READING − LANGUAGE ARTS − MATH −	STUDENTS WITH I.Q. BELOW 100 WERE MOST SEVERELY AFFECTED.
McCRALEY, 1975	45/15	848X 586C	ELEMENTARY SCHOOL STUDENTS	1 YR 1 YR	READING ± MATH ±	A FEW DIFFERENCES IN FAVOR OF TRADITIONAL PLAN BUT CHILDREN ON 45/15 HAD NOT BEEN ENROLLED TOTAL YEAR.
MATTY, 1978	45/15	72X 72C	9th GRADE ALGEBRA	1 YR	ALGEBRA STANDARDIZED & TEACHER MADE TESTS −	36 SPANISH SURNAMED IN EACH GROUP. NO INTERACTION FOUND BETWEEN SCHEDULE AND ETHNIC GROUP.
MOORTGAT, 1976	45/15	80X 50C	1st-6th GRADES	2 YRS	READING + MATH +	NO DIFFERENCE AFTER 1 YEAR BUT A SIGNIFICANT DIFFERENCE AFTER 2 YEARS.
PELAVIN, 1979	45/15	472X 479C	2ND-5th &7TH	1 YR	READING + MATH ±	ONLY STUDENTS ON YRE FOR AT LEAST 12 MONTHS IN X GROUP. PRE-POST SCORES BASED ON SAME LEVEL OF ACHIEVEMENT TEST. DISADVANTAGED STUDENTS MADE STATISTICALLY SIGNIFICANT PROGRESS AT GR. 2 READING ONLY.
SMITH & GRASS, 1975	45/15	840X 864C	3RD - 6TH GRADE	1 YR	VOCABULARY ± LANGUAGE ARTS ± MATH ± STUDENT SKILLS ±	MATCHED ON I.Q. & SEX WITH STUDENTS ON TRADITIONAL SCHEDULES. NO EFFECTS AT DIFFERENT I.Q. OR GRADE LEVELS.
RICKETTS, 1976	CONCEPT 6	1593X 974C	ELEMENTARY JR. HIGH	1 YR	LANGUAGE ARTS ± MATH ±	9% OF C Ss MINORITY 5% OF X Ss MINORITY IN ELEM. 10 COMPARISONS OF 33 HAD SIG. DIFF. IN FAVOR OF CONTROLS. IN JR. H. 3 COMPARISONS SIG. VOCAB. FAVORED CONTROLS ALGEBRA & GEOM. FAV. X.
CORDOVA ET AL., 1970	9 MO. + SUMMER	82C 61X	1ST & 2ND GRADE, BILINGUAL & ENGLISH ONLY + SUMMER PROGRAM	2 YRS	READING + MATH +	CONTROL GROUPS WERE ON 180-DAY DAY SCHEDULE. X ON 200 DAYS
KAMP, 1980	12 MO. VS. 9 MO.	66	6-11 YR. MILDLY HANDICAPPED	1 YR	MATH + READING RECOGNITION ± READING COMPREHENSION ± SPELLING ±	STUDENTS POST-TESTED IN LATE FALL AFTER A SUMMER PROGRAM.

*Ratio method of analysis was used in lieu of controls.

SOURCE: Merino, 1983.

Baker (1978) and others outline three possible ways of making comparisons between the costs of year-round schooling and those of the traditional calendar: (1) the budget under year-round schooling may be compared to the budget for prior years, (2) the budget for year-round schooling may be compared to a matched school on a traditional calendar, or (3) the budget for the year-round school may be compared to a simulated budget for the same school under a traditional calendar. These researchers conclude that the third option is the preferred way of determining true costs under different types of schedules since, among other factors, it includes the need to account for seniority, inflation, and changes in school personnel and population.

In one of the most extensive studies on the economic impact of the year-round school, Pelavin (1979) and others, utilizing the simulation method of cost analysis, found that some operating costs are higher under a traditional calendar school (TCS) program and that others are higher under a year-round school program. In the Pajaro Unified School District in California, for example, they found that teacher wages (salary plus fringe benefits) would have been higher under a TCS program, while administrative costs, such as secretaries' and principals' salaries, were higher under a year-round school program (YRS). Overall, these researchers found that the annual operating school costs were more than $13,000 lower under the YRS program than they would have been under a TCS program (Pelavin, 1979).

As any student of school budgeting practices is aware, there are costs that can be controlled by the school district in order to justify desired, less costly programs. Pelavin (1979) cautioned:

> We found that the use of nonstandard teaching contracts in the five year-round schools saved the district just over $20,000 in teacher salaries and about $4,000 in benefits; that a small change in pupil-teacher ratio could substantially increase or decrease per pupil costs; and that savings are substantially reduced when schools operate at less than their full YRS capacity (if all five year-round schools had served their maximum YRS enrollments, the saving in annual capital costs alone would have increased by over $86,000).

Based on the Pajaro study and other studies in the literature, it is difficult to determine with certainty just how much savings can accrue from a year-round school. In general, studies report savings up to 8 percent (Pelavin, 1979). With an average capital cost of 15 - 20 percent of a school budget, and given that a year-round school program's greatest expenditure is on capital costs, a school can reasonably expect an annual savings of 8 percent of its total budget under a carefully planned year-round school program (Pelavin, 1979). Translated for the taxpayer, this means 1 year of schooling free for every 13 years the year-round school is in operation (Pelavin, 1979).

Notwithstanding the deficiencies attendant in many studies of financial savings in year-round schools, the following data (Shepard, 1975) provide a general picture of reported savings among a few sample school districts.

Hesperia, California, School District. *Evaluation of the Year-Round School.* Undated.

- After first year of operation, costs increased by $16,949.
- Increase was ascribed to paying teachers for 12 months of work and providing them with increased benefits, as well as increased bus utilization.
- When compared to projected $192,000 operating cost increase for additional space, considerable savings realized.

Chula Vista, California, School District. *Year-Round Schools: An Assessment of the Program's Initial Year in Four Chula Vista Elementary Schools.* 1972.

- Per-pupil costs were same in year-round school as in traditional.
- Two million dollars in building costs were saved.

Hayward, California, School District. ***Evaluation Report, A Feasibility Study: An Organizational and Curriculum Plan for a 4-Quarter Elementary School.*** **1970.**

Third Evaluation Report: Park Elementary School — Four-Quarter Extended Year Program. **1974.**

- Results of early study showed an increase of 9.9 percent in salaries of administrators, faculty, and staff.
- Results of later study reflected total cost of education per pupil per day as follows:
  - Traditional — $4.41
  - Park year-round — $4.41 (but Park attends 19 additional instructional days)

Pajaro Valley, California, School District. ***YRS Evaluation: First Year Report.*** **1974.**

- Operational costs increased 1.5 percent in YRS.
- Building costs showed a 30.6 percent gain — saved in YRS.

Prince William County, Virginia, School District. ***45-15 and the Cost of Education, Summary.*** **1974.**

- Cost analysis of 45-15 plan in middle school considers costs of supplies, staff, plant maintenance.
- YRS showed 9.6 percent lower costs than traditional (4.9% more intensive labor use, 4.7 percent more intensive plant use).
- Nearly half of the 9.6 percent lower costs was the result of accommodating one-third more students.

Dade County, Florida, School District. ***Cost Analysis of the Quinmester Program and Status-Activities and Direction of the Quinmester Program.*** **1972.**

- Direct costs per student in ADA comparison of first and fifth quinmesters at 19 quinmester schools showed that fifth quinmester direct costs were higher (could be reduced to comparable level by increasing fifth quinmester attendance from 10,000 to 28,000).
- ADA direct cost comparison between fifth quinmester and previous summer offering indicated that fifth quinmester costs were lower.
- ADA cost comparison between first four quinmesters and regular 9-month school showed that costs were comparable to previous year.

Virginia Beach, Virginia, School District. ***A Research Design for Year-Round Education.*** **1973.**

- Comparison in terms of capital and operating costs indicated cost savings in YRS at $8 per student.

In contrast to the research findings just cited — which reflect increased savings under a year-round school — Mussatti (1981) presents a picture of increased costs with the year-round program. He found that:

- Year-round high school programs are more expensive if potential building costs are not considered.
  - Jefferson County (CO) in a more recent study shows a cost increase of $14.39 per pupil
  - Elk Grove's study shows a cost increase of $14.00 per student including increases in administration, utilities, salaries, custodial costs, and transportation
  - A study made by the Phoenix Union High School District in 1975-76 indicated that the cost for the year-round program was $1,067.00 per pupil compared to $876.21 per pupil districtwide, or $859.60 per pupil districtwide less the year-round program
  - Mesa Verde High School's principal, N.B. Triplett, indicates that his successful 45-15 program does cost more per student
- Costs in the initial phases of the program are higher.

- Operational costs, including adequate in-service programs, are higher than those of traditional programs.
- Lack of summer school and other "fringe" funding reduces income.
- Decreasing enrollments in many districts remove the prime motivation for many year-round school programs.
- Lack of full state funding brought about by "Proposition 13"—type tax restrictions on education will limit income for year-round school programs.
- Savings may be obtained in some of the fixed areas of fringe benefits of staff salaries.

Societal Impact

Highlights of major research (Merino, 1983; Pelvin, 1979) on the attitudes of educators, parents, and community toward the year-round school are reported below. The literature suggests that several aspects of social life are affected by the introduction of a year-round school. These include community vacation patterns, child care, recreational programs, local business, and many other facets of teacher/student life.

Educators' Attitudes

Out of 13 studies compiled by Merino on teachers' attitudes toward the year-round school (see Tab. 4), only 3 reported negative results (McDaniel, 1976; Berger, 1975; and Russell, 1976). Most of the dissatisfaction stemmed from the burden that some forms of year-round schools placed on teachers.

Teachers' positive attitudes are generally contingent on the amount of support they are given when implementing a year-round schedule (Rice, 1975), the increase in financial benefits (Webb, 1973), and the degree to which the teachers' participation is voluntary (Clauson, 1975).

Pelavin (1979) noted these findings on teacher attitudes toward the year-round school:

- Teacher attitudes ranged from a general dislike of the YRS program by traditional calendar school teachers without direct YRS experience to a broad-based preference of the program by YRS teachers.
- The majority of YRS teachers considered the YRS program equal or superior to the traditional calendar school program in flexibility of work schedule, problems with student discipline, ease of providing remedial services, time lost in getting students to settle down to work after vacation, tiring effects on students, and learning loss over vacation periods.
- Year-round school teachers considered coordination of school activities more difficult under the YRS program and felt that teaching in the program was more tiring and difficult than teaching in the traditional calendar school program.

Parents' Attitudes

Two out of six studies conducted between 1974 and 1980 on parent attitudes toward the year-round school (summarized in Tab. 5) showed that parents generally favored the concept (Merino, 1983). In Carpenter's (1977) study in which the majority of responses about year-round schools were negative, Blacks responded most favorably to year-round schools, while farmers were the least favorable. Attitudes of parents who had children enrolled in year-round schools tended to be more favorable toward the change in schedule, whereas other parents tended to oppose the program's interference with vacation schedules (Russell, 1976).

TABLE 4

EDUCATORS' ATTITUDES TOWARD YEAR-ROUND EDUCATION

INVESTIGATION	DATA COLLECTION PROCEDURE	SAMPLE	SITE	RESULTS
McDANIEL, 1975	FISHBEIN BEHAVIORAL INTENTION QUEST.	179 TEACHERS, SCHOOL ADM	ONONDAGA CO., (NY)	– TEACHERS and ADMINISTRATORS NEGATIVE AT SIGNIFICANT LEVEL.
BERGER, 1975	QUESTIONNAIRE	790/1000 TEACHERS ON 45/15	PASCO CITY FLA)	– 88% OF RESPONDING TEACHERS EXPRESSED SIGNIFICANT DISSATISFACTION
OTTLEY, 1978	QUESTIONNAIRE	TEACHERS, PRINCIPALS AT 15 SCHOOLS ON 45/15	OREGON & WASHINGTON	+ PRINCIPALS WERE MOST SUPPORTIVE FOLLOWED BY PRIMARY, INTERMEDIATE & TEACHING SPECIALISTS.
RUSSELL, 1976	SEMANTIC DIFFERENTIAL ATTITUDE SURVEY	2 SCHOOL SYSTEMS ± YRE	NOT SPECIFIED	– ALTHOUGH GIVEN OPPORTUNITY MANY TEACHERS WILL CHOOSE TO WORK LONGER THAN 185 DAYS.
RICE, 1975	ATTITUDE INVENTORY	70% OF 500 TS ON YRE	U.S.	+ DEPENDENT ON SUPPORT AT IMPLEMENTATION & FRINGE BENEFITS.
DEASON, 1975	QUESTIONNAIRE	261 H.S. TS WITH 2 YRS EXP ON 45/15	U.S.	– DISSATISFACTION WITH MULTI-TRACKING; LOW MORALE
WEBB, 1973	QUESTIONNAIRE	H.S. TS ± YRE FROM 2	KENTUCKY & GEORGIA	POSITIVE TOWARDS FIN. BEN. NEG. TO "LOSS OF PROFESSIONAL OPPORTUNITIES."
ALM, 1976	STRUCTURED INTERVIEW	211 TS &STAFF	SYLMAR, CA	72% OF TEACHERS 40% OF CAFETERIA WORKERS APPROVED.
RAO, 1971	OPINION QUESTIONNAIRE	202/333 EDUCATORS 102 ADMINISTRATORS 231 TEACHERS	NEBRASKA	+ ADMINISTRATORS MORE FAVORABLE THAN TEACHERS
MILLER, 1974	QUESTIONNAIRE	104 ADMINISTRATORS 104 BOARD OF ED. PRES. 104 ED. ASS. PRES.	NEW JERSEY	+ BUT LESS POSITIVE THAN 4 YEARS PREVIOUS
ASHBURN, 1974	QUESTIONNAIRE	ELEMENTARY TS ON 45/15 IN 1 DISTRICT	VIRGINIA BEACH	+ TEACHERS FELT LESS OF A NEED FOR ST. REVIEW
BANTA, 1975	QUESTIONNAIRE & INTERVIEWS ON SUBSAMPLE	92% OF PROFESSIONAL STAFF ON QUINMESTER PROGRAM	KNOXVILLE, KY.	+ APPROVAL GREATER WHEN TS INVOLVED IN CURRICULUM DEVELOPMENT.
CLAUSON, 1975	QUESTIONNAIRE	TEACHERS ON YRE 1971-72	USA	+ WITH CONDITIONS: VOLUNTARY FOURTH QUARTER PLAN WAS MOST POPULAR.

NOTE: TS = Teachers; H.S. = High School; YRE = Year-round education.

SOURCE: Merino, 1983.

TABLE 5

PARENTS' ATTITUDES TOWARD YEAR-ROUND EDUCATION

INVESTIGATION	DATA COLLECTION PROCEDURE	N	SITE	SAMPLE TECHNIQUE	RESULTS	
CARPENTER, 1977	ATTITUDE SURVEY	500/ 2,644 LICENSED DRIVERS	NORTH CAROLINA	STRATIFIED RANDOM SAMPLE	MAJORITY WAS NEGATIVE BLACKS RESPONDED MOST FAVORABLY, FARMERS LEAST	–
HILL, 1980	QUESTIONNAIRE	554 PARENTS OF H.S. Ss	HILLSBORO, OREGON	RANDOM SAMPLE	45/15 SCHOOL PLAN WAS PREFERRED	+
McDANIEL, 1976	FISHBEIN BEHAVIORAL INTENTION MODEL QUESTIONNAIRE	74 PARENTS	ONONDAGA COUNTY, NY	NOT SPECIFIED	SAME NUMBER OF POSITIVE & NEGATIVE RESPONSES	±
RUSSELL, 1976	SEMANTIC DIFFERENTIAL	200 PARENTS OF H.S. Ss ± YRE	NOT SPECIFIED	SUBSAMPLE	ONLY PARENTS ON YEAR-ROUND SCHEDULES PREFERRED IT	
ALM, 1976	STRUCTURED INTERVIEW	71 COMMUNITY MEMBERS	SYLMAR, CA	RANDOM SAMPLE	51% OF COMMUNITY MEMBERS APPROVED YEAR-ROUND EDUCATION	+
SCHLECHTY, 1974	QUESTIONNAIRE	PARENTS OF Ss ON ± *YRE*	VIRGINIA BEACH, VA	NOT SPECIFIED	MAJORITY OF PARENTS 53.3% ARE NEGATIVE 50.2% OF PS OF YRE STUDENT APPROVE	– +

SOURCE: Merino, 1983.

Several of these findings on parent attitudes are confirmed in Pelavin's study of 943 parents — half of whom had children in the year-round program and the other half of whom had children in the traditional calendar school. He found that over 70 percent of the YRS parents preferred it to the TCS program. Seventy-five percent of the YRS parents felt that schools improved and juvenile crime decreased under the year-round schedule (Pelavin, 1979).

Community Attitude

In an attempt to assess the impact of the year-round school on the community at large, Pelavin (1979) found that—

- The year-round school had little impact on the community in general.
- Most responses were neither strongly positive nor strongly negative toward the year-round program.

Another study by Brown (1975) compared three communities on year-round calendars with three contiguous districts on the traditional schedule. There were no significant differences between the year-round and traditional calendar on participation in extracurricular activities, camps, or graduate study. Year-round school students, however, were more likely to hold jobs, and year-round teachers felt more fatigued.

Merino (1983) found that community authorities perceived a decrease in juvenile delinquency. She also concluded that year-round education may not be appropriate for all communities, especially rural areas that may need schedules that allow students to assist their families in earning a livelihood.

SCHOOL DISTRICTS' CONCERNS ABOUT YEAR-ROUND SCHOOLS

A compilation of research by Mussatti (1981) highlights school districts' major areas of concern regarding year-round programs. The following abstracts from that compilation show significant results of the research:

Curriculum and Instruction

- Sequencing and course continuity create serious curricular problems.
- A heavy program of in-service training, with emphasis on individualization and weekly follow-up programs for teachers in curriculum development must be maintained.
- "Singleton" courses can only be offered on one track, creating problems of specialized tracking.
- Special mini-courses must be developed to fit many of the year-round programs.

Scheduling of Students

- Scheduling is both costly and time-consuming, which increases clerical staff time and management.
- Students need more time for guidance in course selection and program planning.
- Students failing a part of a course have trouble being scheduled for make-up section.
- Both holding power and drawing power in high school programs (Survey in Phoenix School District) show a decline in effectiveness:

  Holding power 71.4% to 65.6%
  Drawing power 73.6% to 67.6%

Administration and Teaching Staff

- Administrators must serve a longer school year, which results in administrative "burnout" and loss of effectiveness.
- Little time is allowed for planning by the administration. Such planning is normally done during "down time" periods in the summer.
- Because teacher opposition can kill a year-round program, obtaining strong teacher support is vital.
- Although teachers favored expanded financial opportunities for extended contracts, they experienced "burnout" with time; by the end of two years, they often reduced the length of their contracts.
- Specialists tend to be spread very thin and become tired and less effective on a year-round schedule.

Facilities and Maintenance

- There is substantially more wear and tear on the buildings.
- Additional personnel must be hired to maintain the buildings.
- The facility is usually not fully utilized during the summer months, a factor that reduces the space saving. At the same time, year-round use prevents adequate cleaning and maintenance time.

IMPLICATIONS OF THE YEAR-ROUND SCHOOL FOR THE ASSOCIATION

NEA's position on year-round schools is articulated in Resolution F-11: Summer School, Extended School Year, and Year-Round Schools, which reads:

> The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of year-round schools. Policies governing year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles and professional salaries and class size. Employment in these programs must be on a voluntary basis.

Beyond this statement of policy, Association leaders need to be aware of the kinds of questions and concerns raised by members who have undergone or are undergoing a change to a year-round schedule. Association leaders also need an array of responses or possible solutions to those major areas of concern about the year-round school. Provided below are some issues and responses/solutions suggested during an earlier NEA/IPD survey (1974) and five recent telephone interviews (April 1987) with selected state association leaders whose members are currently working under a year-round program. The states represented in the telephone interviews were California, Utah, Colorado, Virginia, and Florida.

The outline below presents a variety of areas of concern to spark discussion among affiliates. Additional teacher-related issues on the year-round school might emerge as such debates occur.

Questions/Areas of Concern for Teachers	Responses or Reported Solutions
1. What are the contract options for teaching time?	In continuous school year plans, teachers can teach on a normal contract (180 days) with regular vacations. or Accept variations of the contract for up to 225 days each year taking mini-vacations but remaining available for summer sessions. or Contract to teach all year (as many as 240 days) including summers. Take only regular holidays and short periods of vacation. Some contracts provide: teachers shall not be involuntarily assigned to more than regular contract work days (182). Exception: Teachers may be assigned, with commensurate compensation, up to 10 additional days in order to complete the assigned session.
2. What are acceptable salary arrangements?	All work over and above the regular year should be prorated on a per diem basis. Commonly, all teaching assignments in excess of the regular contract (i.e., 182 days) shall receive 1/182 of regular annual salary for each extra day worked.

3. What arrangements are made for planning a change to year-round school?	Whether teachers serve on a districtwide committee or school staff committee, or as representatives of the Association, all planning time should be paid for by the district on an hourly or daily basis. NOTE: In some instances, salary considerations were disallowed. The district argued that planning and implementation of year-round schools were being conducted on an experimental basis and new contract arrangements were not necessary.
4. Are retirement benefits affected?	Careful investigations of this area should be conducted by affiliates. Since states have varying retirement arrangements, responses showed no general agreement to this question. Solutions ranged from: "There is no change at all," to: "Retirement benefits are based on all salary earned including summer." NOTE: There must be clarity on how many days constitute a year's benefits. If an individual contract is for 225 days (45 days over and above the normal year), will the 45 days be credited to an additional year, or are only 180 days allowed in any calendar year?
5. Does year-round schooling mean a reduction or an increase in the number of staff?	Generally, there are no significant changes in the number of regular staff when implementing a year-round program. Where attrition is allowed to take place, either teachers are not hired to fill vacancies or differentiated staffing is introduced. Under limited contracts of 90 days only (45-15 plan), increases in staffing occurred. NOTE: The school district can save money this way since fringe benefits are also limited for these teachers.
6. When and how should the Association become involved?	Associations should be involved and represented in a feasibility study as soon as the district announces plans for a changeover. Associations should be involved and represented for work on guidelines and procedures, for implementation, curriculum plans for change, and changes in staffing patterns. Where teachers took part in early studies and planning with the administration and community, acceptance of the change was more readily realized.

7. Can teachers substitute during their own vacation periods?	Teachers can substitute during vacations, in their own or in other schools of the district. Responses about salary were not substantial enough for reporting.
8. Are there changes in class size?	Generally, class size is smaller but class size must be monitored carefully as district attendance patterns change.
9. When nontenured teachers are under contract for more than normal (180) days, will the additional days in a calendar year be credited toward tenure?	Credit toward tenure is based on (180) days in any school or contract year, rather than the number of days in school (225).
10. Do teachers generally favor the change to year-round schools? Why or why not?	Teachers who have tried working on year-round schedules are in favor of it. Heads of households particularly like the year-round schedule for financial reasons: it allows them to be practicing teachers all year and eliminates the need to seek additional work during long vacation months. Teachers working in the 45-15 schedule feel that the 3-week break is good because it helps them become more effective as teachers. An expressed reservation is that some teachers on a continuous school schedule, who have been used to long vacation breaks, find the new arrangement tiring. Teachers feel that the year-round schedule involves too many preparations; they also mention lack of staff unity and communication. Problems in scheduling result when there are any deviations from the regular instructional program, such as advanced placement and remedial classes; year-round programs also present problems with scheduling extracurricular activities. Constant change (students entering new quarter or getting ready for vacation) creates atmosphere of hyperactivity among year-rounders. Working during summer quarters disrupts teachers' vacation plans and prevents them from taking classes toward salary credit unless they live close to a university. Short terms prevent English teachers from requiring from students the full scope of literature studies — serious analyses, discussion, and writing.

SUMMARY AND CONCLUSIONS

The research reveals only a small increase in the number of schools that have converted to a year-round program, particularly in the past decade. Yet a number of school systems, especially those with large minority enrollments, are beginning to examine the feasibility of the year-round school as an alternative to the traditional school. The bulk of the research reviewed indicated that under a year-round school there is (1) inconclusive evidence of an increase in student academic achievement; (2) a moderate savings if potential building costs are considered, but higher costs if potential building costs are not considered; and (3) a general tendency toward acceptance of the program by parents of children in year-round schools but strong opposition among some of these parents as well as other parents, teachers, and community members over the disruption in the traditional summer vacation.

Will the year-round school develop into a trend as many have predicted? "It probably will" say some informed observers, since (1) parents are strongly opposed to double sessions and large classes for their children, (2) educators support the opportunity to individualize instruction and revise curricula, and (3) taxpayers will probably continue to reject school budgets and bond issues.

The key question is, "Will the year-round school work in all districts?" Several school district officials with past experience in year-round education suggest that it will not succeed everywhere. Small districts especially note that the novelty will wear off mainly because of organizational problems, maintenance difficulties, and the added costs of air conditioning and other improvements which will consume the savings in capital costs.

So, the question of whether the year-round school will become the wave of the future is a mixed bag. Regardless of the outcome, the Association must be prepared to protect the interests of its membership. Failure to keep abreast of possible trends could result in a dimunition of the teaching profession as school boards offer teachers the "carrot" of making more money under the year-round school rather than increasing the base rate of pay. Essentially, the focus of any change in the structure of our schools must be on improving the quality of education for our students and improving the overall working conditions for teachers.

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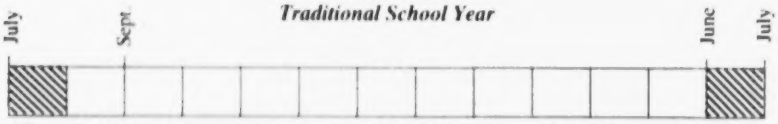
The diagrams in this section are reprinted from Morris A. Shepard, *Year-Round Schools Final Report: The Importance of Year-Round Schools* (Cambridge, MA: ABT Associates, Inc. 1975).

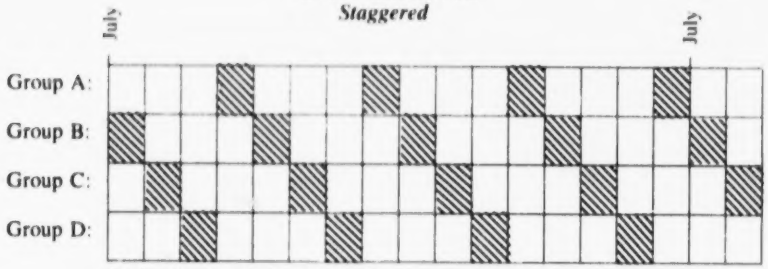
TRADITIONAL SCHOOL YEAR AND YEAR-ROUND SCHOOL MODELS CURRENTLY IN USE

DIAGRAM 1
Traditional School Year



All students in attendance the same 175-180 days between September and June and all have common summer vacation between June and September.

DIAGRAM 2
"45-15" School Year
Staggered

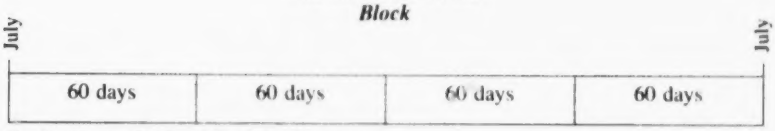


Student body equally divided into 4 groups.

Each block represents 15 days, therefore students attend school 45 days and then have a 15-day vacation.

One-fourth of students always on vacation, if mandated.

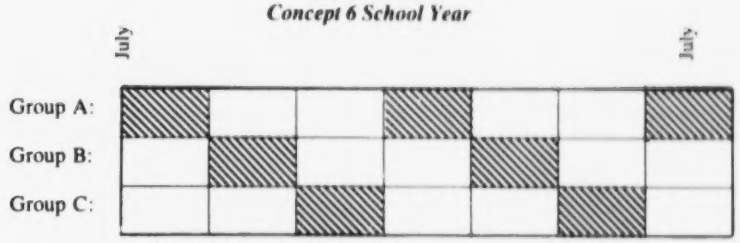
DIAGRAM 3
"45-15" School Year
Block



Students attend school 3 of the 4 quarters.

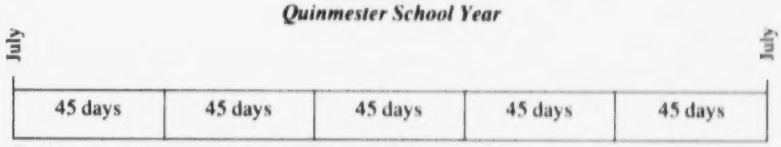
One-fourth of students always on vacation, if mandated.

DIAGRAM 4
Concept 6 School Year



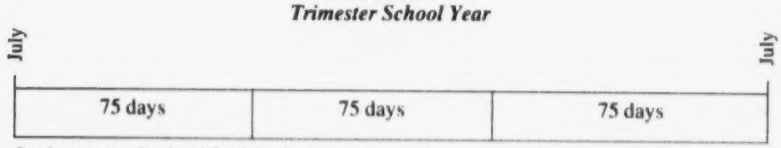
Students divided into 3 equal groups.
Every block equals 43 days.
One-third of students always on vacation, if mandated.

DIAGRAM 5
Quinmester School Year



Students attend school 4 of the 5 time blocks.
One-fifth of students always on vacation, if mandated.

DIAGRAM 6
Trimester School Year



Students attend school 2 of the 3 terms.
One-third of students always on vacation, if mandated.